

Influence of Visiting Lecturer's Quality on Indonesian-Malaysian Student Perceptions

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Abstract. *This article highlights the importance of a lecturer's success when providing a learning process to their students. For this reason, the success of the learning process needs to be researched by looking at the influence of learning quality on student perceptions. The Faculty of Communication Sciences of Universitas Islam Bandung (UNISBA) has conducted a series of Online Visiting Lecturers in collaboration with the Faculty of Leadership and Management (FKP), Universiti Sains Islam Malaysia (USIM). The study opted for a comparative quantitative research approach to investigate the influence of teaching quality on Indonesian-Malaysian Students' perceptions among the students who have participated in the visiting lecturer program. Based on the results of the calculation of R-square and R-value, the teaching quality positively influences the perception of Indonesian students by 54,3% and that of Malaysian students by 73.7%. It demonstrated that the visiting lecturer program's teaching quality positively influences Indonesian-Malaysian students' perceptions.*

Keywords: *teaching quality, visiting lecturer, perception, collaboration program*

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INTRODUCTION

International cooperation between universities has become an urgent need for universities in Indonesia. Through this collaboration, broader access and opportunities are available, such as student exchanges, guest lecturers, summer courses and other joint programs. Students can experience different cultures and learning methods, enriching their academic and interpersonal backgrounds.

International environment cooperation also plays a role in increasing the competitiveness of universities in the global higher education market. By accessing a more comprehensive academic network, universities can attract international students, lecturers, and researchers and enhance their global reputation. In an increasingly connected

era, collaborating with foreign institutions has become a necessity for universities in Indonesia. Collaboration enables universities to become competitive centers of academic excellence globally, benefiting students, researchers, and society.

To achieve the vision of a world-class university and even an outstanding study program and produce quality graduates, state and private universities must carry out several academic activities involving students and lecturers. The activities can be in collaboration with either national or international universities. Visiting lecturer activities are conducted for scientific and research collaboration plans between or among the parties (Patoka, 2022). In general, they begin with both faculties reviewing

the materials or courses in the curriculum or the respective universities, and then both determine the courses to give to the students in the programs.

From the phenomenon above, the researcher views the importance of international collaboration between Unisba-Indonesia and USIM-Malaysia through a guest lecturer program whose success is examined so that for the next collaboration, they will look at the programs that have been carried out so that the collaboration carried out will be effective in gaining an international reputation.

In the current collaboration program, the Faculty of Communication Sciences of Universitas Islam Bandung (Fikom-UNISBA) held a series of visiting lectures with the Faculty of Leadership and Management, Universiti Sains Islam Malaysia (FKP-USIM). Students from both campuses participated in the program, which was intended to enrich the lecture experience for lecturers and students across countries.

From the description above, researchers are interested in examining the influence of the quality of teaching in the guest lecturer program on the perceptions of students from both universities, namely Indonesian and Malaysian students. This research is beneficial for continuing the cooperation between the two universities. Practically, the researchers view the effectiveness of the collaboration between the two universities regarding the visiting lecturer activities, which affect the long-term program.

This research is expected to improve the conditions for visiting lecturers in the future. The specific target of the research results is that tertiary institutions are expected to follow up on the collaboration (MoU) between UNISBA and USIM, especially related to academic programs.

To examine the concept of teaching quality, the researchers view it from the

perspective of various experts. According to Hodges & Baum (2019), teaching is complex and multifaceted. Students, lecturers, curriculum, leadership, and assessment are among the many variables that contribute to the tapestry of teaching. Researchers widely agree that students' learning and outcomes are strongly related to classroom process quality. Competence refers to the sense of interacting effectively with the environment and the students' belief in achieving school activities and learning tasks (León et al., 2018). Besides, Okoye et al. (2008) show that the combined variables of teacher quality and learning strategies correlate with student achievement. Torff (2005) stated that a lack of pedagogical skills and knowledge threatens teacher quality more than certification issues. That is related to building and maintaining positive and meaningful relationships. Precisely, when students sense that their feelings receive attention and feel special for their teachers, they usually feel closer (Reeve, 2006; Stroet et al., 2013).

Engaging the student in the classroom and classroom instruction can only happen if engagement is in the larger context. It only happens when all the surrounding pieces of the more extensive system are in place. The structure of the school, the school leadership, and the community also are essential to quality teaching (Berliner, 2005). Several authors have explored teaching quality dimensions and teachers' behaviors that support those students' needs. On the other hand, to promote students' competence, different authors have recommended teachers provide an optimal challenge (Cheon & Reeve, 2015) to focus on the process (Kusurkar et al., 2011; Tessier et al., 2010) to provide positive and specific feedback (Hattie & Timperley, 2007; Hospel & Galand, 2016; Thurlings et al., 2013), and to prepare and structure the lessons (Hospel & Galand, 2016;

Vansteenkiste et al., 2012).

Teacher quality refers to the characteristics that teachers possess, and teaching quality refers to what teachers do in the classroom to foster student learning. Teacher quality includes teacher professional preparation characteristics and teacher knowledge. Teacher quality refers to the teacher's characteristics and actions in the classroom to encourage student learning. Teacher quality includes the teacher's professional preparation and expertise. Finally, to foster students' need for relatedness, Stroet et al. (2013) suggested that teachers pay attention to students' feelings and show them interest and trust. Different authors have focused separately on specific items to support students' autonomy, competence, or relatedness (León et al., 2018) and developed a global approach under the label of teaching quality.

Perception is a process that occurs in a person to understand reality. The perception of a person is a person's image and awareness of something, as well as how they see it according to their abilities. No one views things exactly the way they are. Our perceptions are imperfect and often slightly distorted. The experience of objects, events, or relationships is shaped by inferring information and interpreting messages, which gives meaning to sensory stimuli. This process also applies to experiences in e-learning.

Perception in the process can be in stages, starting from information, selecting information that comes into him, mixing new information with information that has been deposited in himself, carrying out organizations related to incoming information with that owned by a person, and finally making interpretations. The information in this study is related to e-learning. According to Kalyanasundaram and Madhavi (2020), students who embrace online learning perceive e-learning positively.

Meanwhile, Vitoria et al. (2018) demonstrated that students perceived e-learning with web-based modules as useful in improving their understanding, independence, self-discipline, motivation to learn, and interactions with each other and the teacher. The students also agreed that e-learning with web-based modules is easy to use.

Establishing partnerships with educational institutions from abroad brings several significant benefits, supporting the development of academics, research, and global achievements of universities in the country. In particular, the study is related to the guest lecturer program, which provides benefits not only for students but also for lecturers. Lecturers provide experience in carrying out the learning process targeting international students. Likewise, students gain experience by learning from foreign lecturers.

This study implies that the inclusion of technology in university education is beneficial. According to the notion of perception and study findings about perceptions of e-learning, perception is a communication that occurs within a person, which may then affect his communication through his interactions with the environment, including the lecture setting.

Self-perception theory was first proposed by Daryl Bem in 1971. This theory is predicated on the idea that people perceive their behaviors in the same manner that they interpret the behaviors of others and that social context, rather than free choice, determines every person's behavior (Mohebi & Bailey, 2020). Self-perception theory proposes a causal link. This theory argues that people become aware of certain attitudes by observing their behavior. This is the case when internal cues, such as sentiment, are unclear, and the individual attributes their attitude or belief to some form of self-perception around their behavior. It is

similar to the process of inferring another individual's inner state by observing their behavior.

The theory of perception offers insights into a complex cluster of problems. What is initially decisive is the realization that human sensory activities are fundamentally linked with cognitive, emotional, cultural, social, political, and economic factors. To describe processes of perception, it is therefore necessary to consider a wide-ranging set of instances and forces, which become concentrated into sensory structures and phenomena. Given this connection, it is obvious that undertaking a productive theory of perception should not be restricted to specific aspects by any means, such as visual reception practices, but must essentially adopt an interdisciplinary approach. Alongside philosophical theories, psychological, sociological, cultural-theory, and media-theory approaches also play a key role. Perception does not constitute an activity of the subject that remains identical over time but is first modeled, shaped, and altered in the process of historical and cultural evolution. The following Figure 1 describes the process of perception.

Given the intertwining of perceptual processes with the overarching cultural and social circumstances, the theory of perception must always also concern itself with the structures of the real world. In this case, architecture, especially urban spaces and corresponding forms of life and perception is a suitable area of study. In this sense, urban phenomena, in their various contemporary forms, represent a highly suitable field for studying the complex structures of perceptual practice. Here, we need to address the interdependencies between the constitutive elements of the social world, the forms of perception, and the behavior of individuals.

A major theoretical issue on which psychologists are divided is the extent to which perception relies directly on the information present in the environment. Some argue that perceptual processes are not direct but depend on the perceiver's expectations and previous knowledge and the information available in the stimulus itself (Mcleod, 2023).

The phenomenon captured in the background above, researchers consider it important to study the success of the guest lecturer program, which will have an impact on various positive aspects,

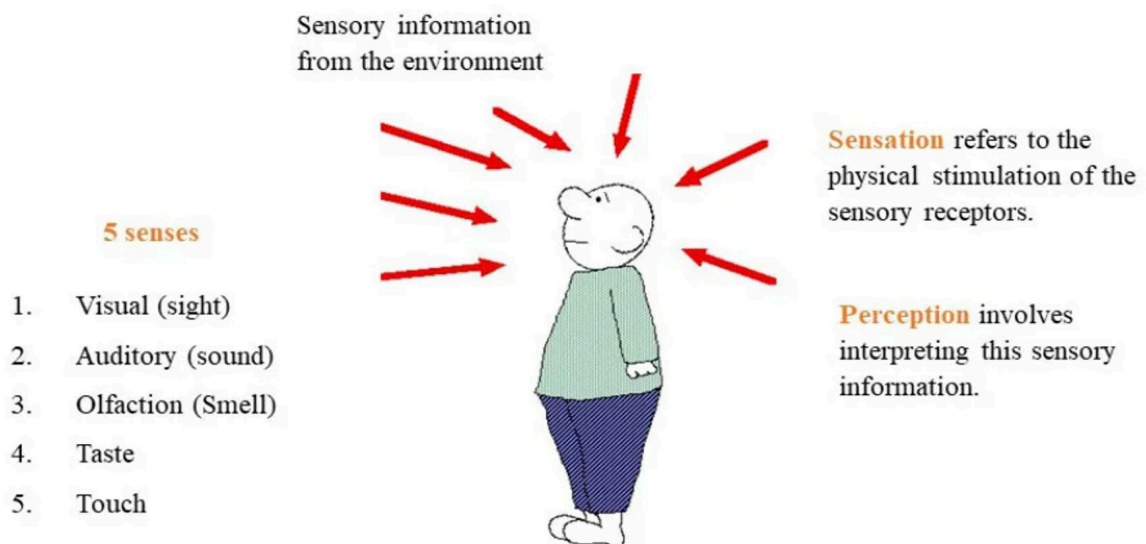


FIGURE 1: Visual Perception Theory
Source: (Mcleod, 2023)

both in terms of science (Communication Science), learning processes, lecturer credibility, foreign cooperation policies, etc. which was carried out by two universities, both Unisba-Indonesia and USIM-Malaysia. In the future, this program is predicted to produce other creative and innovative programs related to collaboration between two universities from other countries, not only in visiting lecturer activities but can also be packaged in other programs such as student exchange, lecturer exchange, international seminars, research collaboration and community service and others.

METHOD

This research was conducted after completing the entire guest lecturer series. The Faculty of Communication Sciences, Bandung Islamic University (UNISBA), and the Faculty of Leadership and Management (FKP), Universiti Sains Islam Malaysia (USIM), reached an agreement to conduct joint research on student perceptions of the guest lecturer program. The research utilized a quantitative questionnaire distributed

via Google Forms to Indonesian and Malaysian students participating in the program. The variable studied is the variable quality of teaching on student perceptions. The teaching quality variables studied include Constructivism and Questioning, while the variables for student perceptions include perception and interpretation factors. For variable details, see Table 2.

This research lasted for eight months, from preparation, implementation, and reporting, from January 2023 to August 2023. There were 136 respondents to this research, 76 (56%) of whom studied at UNISBA and 60 (44%) at USIM. Eight people from Unisba did not return the questionnaire via Google Forms, while three people from USIM still need to return the questionnaire via Google Forms. As a solution, the researcher replaced him with another respondent willing to fill out the Google Forms and return them, so the specified number of respondents was met.

The researcher was interested in comparing the perceptions of the two groups of respondents (Indonesian students and Malaysian students). In their

TABLE 1: Subject of Research

Indonesia		Malaysia	
1	Students of the Faculty of Communication Sciences, Bandung Islamic University (Unisba)	1	Students of the communication science Departement-Faculty of Leadership and Management Islamic Science University of Malaysia (USIM)
2	Lecturers of the Faculty of Communication Sciences, Bandung Islamic University (Unisba)	2	Lecturers of the communication science Departement-Faculty of Leadership and Management Islamic Science University of Malaysia (USIM)
3	Chairman of the Faculty of Communication Sciences, Bandung Islamic University (Unisba)	3	Chairman of the communication science Departement-Faculty of Leadership and Management Islamic Science University of Malaysia (USIM)
4	Chairman of the Islamic Bandung University (Unisba).	4	Chairman of the Islamic Science University of Malaysia (USIM)
5	Education Personnel	5	Education Personnel

TABLE 2: Variable Operationalization

Variable	Sub Variable	Indicator	Scale
Teaching Quality (X)	Constructivism (X ₁)	X _{1.1} Good learning process	Ordinal, Likert
		X _{1.2} New knowledge	Ordinal, Likert
		X _{1.3} Independently	Ordinal, Likert
		X _{1.4} Actively	Ordinal, Likert
		X _{1.5} Creatively	Ordinal, Likert
		X _{1.6} Productively	Ordinal, Likert
	Questioning (X ₂)	X _{2.1} Motivated to ask questions	Ordinal, Likert
		X _{2.2} The ability to the questioning process.	Ordinal, Likert
		X _{2.3} The ability to answer questions	Ordinal, Likert
		X _{2.4} The skill to answer questions clearly	Ordinal, Likert
		X _{2.5} The skill to answer questions briefly.	Ordinal, Likert
		X _{2.6} The skill to provide opportunities to think	Ordinal, Likert
		X _{2.7} The skill to ask questions.	Ordinal, Likert
		X _{2.8} The skill in giving rebuttals.	Ordinal, Likert
Perception (Y)	Perception Factors (Y ₁)	X _{2.9} The skill to require students to think broadly.	Ordinal, Likert
		X _{2.10} The skills to find their own solutions.	Ordinal, Likert
		Y _{1.1} Situational factors	Ordinal, Likert
		Y _{1.2} Personal factors	Ordinal, Likert
		Y _{1.3} Stimulation factors	Ordinal, Likert
		Y _{1.4} Organizational factors	Ordinal, Likert
		Y _{1.5} Interpretation factors,	Ordinal, Likert
	Y _{1.6} Memory factor	Ordinal, Likert	
	Interpretations (Y ₂)	Y _{1.7} Both verbally and non-verbally factors.	Ordinal, Likert
		Y _{2.1} Compared the interpretation process.	Ordinal, Likert
		Y _{2.2} Interpreting attention to the delivery of material.	Ordinal, Likert
Y _{2.3} One's sense (reason).		Ordinal, Likert	
		Y _{2.4} Exploring the surroundings.	Ordinal, Likert
		Y _{2.5} Indicative of sensory information	Ordinal, Likert

daily lives, Malaysian students are used to using English, while Indonesian students

are not. Hence, the researcher wants to compare the differences in perceptions in

TABLE 3: Socio-Demographic Profile of Respondents

Gender	Female	f	78
		%	57%
	Male	f	58
		%	43%
Religion	Islam	f	136
		%	100%
	Protestant Christian	f	0
		%	0%
	Catholic	f	0
		%	0%
	Hindu	f	0
		%	0%
	Buddhist	f	0
		%	0%
Age	< 20 Years	f	41
		%	30%
	20 - 24 Years	f	69
		%	51%
	25 - 29 Years	f	14
		%	10%
	30 - 35 Years	f	12
		%	9%
	> 36 Years	f	0
		%	0%
Year of Enrollment	2019	f	40
		%	29%
	2020	f	29
		%	21%
	2021	f	6
		%	5%
	2022	f	49
		%	36%
	2023	f	12
		%	9%
Study Program	Communication Study Program	f	136
		%	100%
College	UNISBA	f	76
		%	56%
	USIM	f	60
		%	44%

Source: Processed by Researchers

the two categories of students.

This study employed a comparative quantitative research method. Through comparative quantitative research methods, researchers try to explain clearly based on the results of previous research. A comparative study was conducted to find specific differences between the two groups of research subjects. Can it be as simple as how they are different enough to be called different and unique? Or else they are considered to overlap or be similar (Sanjaya, 2015).

The object of this study was students who had conducted visiting lectures held in eight meetings with a duration of 2 hours in one meeting. The questionnaire was distributed to students from two universities, UNISBA Indonesia and USIM Malaysia, who were selected based on random sampling. Furthermore, the research results describe and analyze data processed from the distributed questionnaire results, supported by interviews with several research subjects and observations.

This study's respondents were 136 students who had participated in the visiting lecturer program from UNISBA and USIM through a simple random sampling technique. Seventy-six (56%) were from UNISBA, and 60 (44%) were from USIM.

RESULTS AND DISCUSSIONS

The Demographic Profiles of the Respondents

The current study was participated by 136 respondents, 49 (36.03%) of whom were from the intake of 2022, 40 (29.41%) were from 2019, 29 (21.32%) were from 2020, 12 (8.3%) were from 2023, and 6 (4.41%) were from 2021. Based on

the research data from 136 respondents regarding the study programs, all of them were from communication study programs. The researchers categorized universities into two groups, UNISBA and USIM, with 76 (56%) of them studying at UNISBA and 60 (44%) studying at USIM. Before conducting a statistical test to see the influence of teaching quality in the visiting lecturer collaboration program on the perception of Indonesia-Malaysia students, the researchers first conducted a validity test. The validity was tested based on the correlation value between the question items and their total value. The results of the R-value were compared with the r-table, or the significance value was compared to the alpha value.

The Statistical Analysis of the Research Result

The Teaching Quality Influences of the Visiting Lecturer Collaboration Program on the Perceptions of Indonesian Students

Teaching quality affects Indonesian students' perception, where the test hypotheses are:

1. H0: teaching quality influences Indonesian students' perception
2. H1: teaching quality does not influence Indonesian students' perception

The following table demonstrates the effect of teaching quality in the visiting lecturer program on the perception of Indonesian students. Table 1 shows that the significance value is 0.00 < 0.05, which concludes that the teaching quality affects Indonesian student perception. The R-Square value is 0.296, which means that the quality of teaching affects Indonesian student perception by 29.6%.

TABLE 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544a	.296	.283	8.687

a. Predictors: (Constant), TOTAL

TABLE 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.737a	.543	.535	7.141

Predictors: (Constant), QUALITY OF TEACHING

In addition, the correlation between the quality of teaching and Indonesian student perception from the R-value is 0.544. This value means that the relationship or closeness between the quality of teaching and Indonesian student perception is 54.4%.

The Teaching Quality of The Visiting Lecturer Collaboration Program Influences The Perceptions Of Malaysian Student

Teaching quality affects Malaysian student perception, where the test hypotheses are:

1. H0: teaching quality influences Malaysian student perception
2. H1: teaching quality does not influence Malaysian student perception

Based on the table, it shows that the significance value is 0.00 <0.05. Hence, the conclusion is that the quality of teaching affects Malaysian student perception.

Table 5 above shows that the R-square value is 0.543. This means that the quality of teaching affects Malaysian student perception by 54,3%. The correlation between quality of teaching and Malaysian student perception obtained from the R-value is 0.737. This means that the relationship or closeness between

quality of teaching and Malaysian student perception is 73.7%.

Coefficient of determination = r^2 ; is the determining coefficient. This means that the strength of the variable relationship (Y) is determined by the variable (X) by r^2 .

Table 6 shows that teaching quality affects the perception of Indonesian students by 54.3%, which means that it has a positive effect in the moderate category. Teaching quality affects Malaysian students in the Strong category.

Statistical Research Results

The coefficient of determination or the amount of influence of variable X on Y from this study are:

- a. Sub-hypothesis 1
 - H0: teaching quality influences Malaysian student perception.
 - H1: teaching quality does not influence Malaysian student perception.
 - Quality of teaching affects Indonesian student perception by 54,3%
- b. Sub-hypothesis 2
 - H0: teaching quality influences Malaysian student perception.
 - H1: teaching quality does not influence Malaysian student perception.
 - Quality of teaching affects

TABLE 6: Interpretation of R-Value

INTERVAL R-VALUE	LEVEL OF RELATIONSHIP
$0 \leq r < 0,2$	Very Low
$0,2 \leq r < 0,4$	Low
$0,4 \leq r < 0,6$	Medium
$0,6 \leq r < 0,8$	Strong
$0,8 \leq r \leq 1$	Very Strong

Malaysian student perception by 73.7%.

Descriptive Analysis of Research Result The Teaching Quality Influences of the Visiting Lecturer Collaboration Program on the Perceptions of Indonesian-Malaysian Students

To analyze and discuss the study results, the researchers rely on the results of the questionnaire collected. Furthermore, the researchers will conduct a comparative study between students of the Faculty of Communication Sciences of the Islamic University of Bandung (Fikom-UNISBA) and Students of the Faculty of Leadership and Management Universiti Sains Islam Malaysia (FKP-USIM). The results demonstrated that the teaching quality of the visiting lecturer collaboration program significantly influenced the perception of Indonesian and Malaysian students. The teaching quality affects Indonesian student perception by 54,3%. The influence on Malaysian student perception is 73.7%, which means that its influence on the perception of Malaysian students is stronger than that of Indonesian students. The main determinant is the language factor. Malaysian students regularly implement English in their daily lives and throughout the learning process. Therefore, the language barrier is smaller than that of Indonesian students. The influence of teaching quality as variable X includes two sub-variables: constructivism and questioning. In the context of teaching quality, the researchers examine two sub-variables, namely constructivism as sub-variable X1 and questioning as sub-variable X2. In comparison, Variable Y is divided into three sub-variables, Y1 perception factors, and Y2 interpretations.

The Influence of Lecturer Constructivism on UNISBA And USIM

Student Perceptions

In sub-variable X1, teaching quality in higher education is still an urgent issue, with debates on conceptualizing and improving its practice (Patfield et al., 2022). The results showed that teaching quality in the context of constructivism, which consists of 6 aspects, has influenced students' perceptions to improve the teaching quality: First, building a good learning process as an ideal teacher strives to provide the best in the concept of learning to students as learning targets. For this visiting lecturer program, the lecturers involved are perceived to have built a strong learning process by UNISBA students and perceived very strongly by USIM students. The teaching and learning process can be defined as transforming knowledge from teachers to students (Sayed Munna & Kalam, 2021). Second, compiling new knowledge is a continual task for a lecturer. In the visiting lecturer program, lecturers who provide material in the visiting lecturer program are perceived quite well by UNISBA and USIM students. They are considered to have compiled new knowledge to provide the learning process. The learning process carried out in the classroom is an activity to transform knowledge, attitudes, and skills (Wati et al., 2021). Third, to build understanding, the learning process that has been carried out by UNISBA and USIM lecturers has influenced the perceptions of UNISBA students quite strongly, and the influence on USIM students is powerful. Although the concept of the student as the core of learning has been introduced previously, the Independent Curriculum is a clear example of how it is applied (Rizki & Fahkrunisa, 2022). Fourth, to build understanding related to the teaching quality, the lecturers' materials were perceived to build understanding actively, and their influence on UNISBA and USIM students was quite strong. It means that problem-based learning

provides opportunities for students to develop critical thinking, collaboration, problem-solving, and lifelong learning skills (Jannah et al., 2023). Fifth, building understanding creatively has had consequences on the visiting lecturer program designed by the lecturers. The results showed that in addition to providing understanding independently and actively, teaching quality carried out by lecturers has also influenced student perceptions in building understanding that is quite creative for UNISBA students and very creative for USIM students, especially in changing the mindset of students at both universities. If educators are skilled and innovative in teaching, students will certainly have greater opportunities to be skilled and successful in learning and thinking (Hilmi & Summiyani, 2023). Sixth, from the constructivism sub-variable, the lecturers in the learning process have tried to build understanding productively. The findings demonstrated that the professors who contributed to the visiting lecturer program significantly impacted students' perspectives at the two institutions in the two separate nations, particularly about developing an awareness of a productive to very productive mentality. There are two ways to quantify productivity: the effectiveness (quality of output) and the efficiency (time it takes to perform activities) (Dwivedi et al., 2023).

The Influence of Lecturer Questioning Sub-Variables on UNISBA and USIM Student Perceptions

In sub-variable X2, researchers examined 'questioning' related to the quality of teaching in the visiting lecturer program. Questioning is an important strategy that should be implemented to improve thinking skills, stimulate active participation, and facilitate learning (Wiratama & Padmadewi, 2022). First, the results related to questions about

teaching quality show that the quality of teaching in the visiting lecturer program is tied to the material provided by all lecturers in the program."'; lecturers from both UNISBA and USIM are perceived by students to have motivated students to ask questions during the learning process through virtual classes, but due to time constraints, not all students can submit their questions at that time. The right motivation and intensity are expected to encourage students to choose, filter, sort, and decide (Armiah, 2023). Second, the results showed that in the context of providing materials delivered by all lecturers in the visiting lecturer program, students perceived that the learning process reflected the ability to think through the questioning process, which was quite strong for Indonesian students and very strong for Malaysian students. All lecturers who provide materials can encourage students to be able to manage themselves through questions. Third, from the research question addressed to respondents, all lecturers from both universities who provided materials were perceived by students to influence UNISBA and USIM students strongly. This means lecturers who provide material in the visiting lecturer program can answer student questions and have broad insights. Implementing the questioning strategy also has positive responses from most students because it creates a better quality of teaching and learning process (Wiratama & Padmadewi, 2022).

Fourth, in this context, the researcher examined the clarity of lecturers upon answering questions. The results showed that the clarity of lecturers in answering questions strongly affects the perceptions of UNISBA and USIM students regarding the teaching quality in the visiting lecturer program. It means that all lecturers who have provided materials in the visiting lecturer program are perceived by UNISBA and USIM

students to have the ability and skills to answer questions well and clearly. Fifth, in addition to being perceived as having the skill to answer clearly, lecturers are also perceived to have the skill to answer questions briefly. Providing a brief and meaningful answer is complex because the lecturers always want to answer maximally and broadly. The results showed that the skills of lecturers to answer student questions briefly and meaningfully strongly influence students. Thus, lecturers have successfully carried out a quality learning process through questions and answers in virtual classes.

Sixth, students at both universities perceive that all lecturers who provide material in the visiting lecturer program have demonstrated their ability to provide opportunities for students to think in the learning process in the virtual classes. One of the indicators of successful teaching is being able to bring students to think critically (Syamsi & Setiawan, 2020). The students in this program appreciate the lecturers who have shown their ability when providing opportunities for students to ask questions. The seventh, in contrast, lecturers from both universities have demonstrated the skill to give students a turn to ask questions. It means that the lecturers have successfully demonstrated

their skills in asking students questions about the materials presented. Lecturers' questions to students or students' questions to lecturers will illustrate the level of cognition and the dimensions of knowledge to achieve (Syamsi & Setiawan, 2020). In this context, lecturers must have the skills to manage the class when students canfully. It is the lecturer's turn to be creative when asking students questions.

Eighth, the researcher examined whether lecturers from both universities have demonstrated their skills in providing rebuttals to students' arguments and opinions that could be more precise. Various aspects can arise in the dynamics of the learning process in the classroom, including in the virtual classroom. For this reason, lecturers must have broad insights related to the materials presented. Therefore, lecturers can refute, direct, and straighten out if students have inappropriate opinions. Lecturers in the learning process in the virtual classroom have a strong influence in providing rebuttals to both UNISBA and USIM students. Ninth, the lecturers from both universities are not only skillful in providing rebuttals in a very appropriate way, but they have also demonstrated their ability to direct and

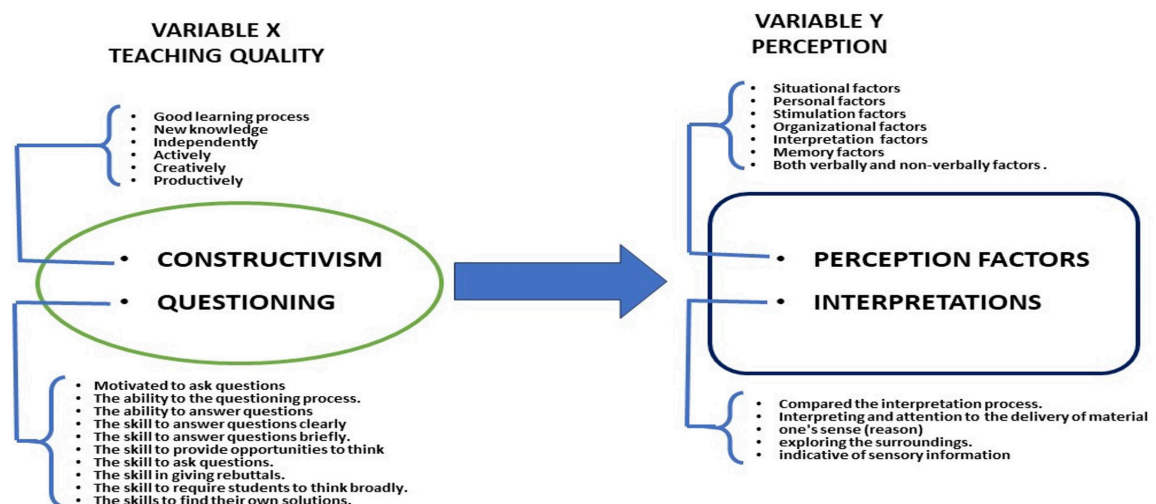


FIGURE 2: Influence between Variables
Source: (Processed Data by the researcher)

demand students to think broadly through various perspectives.

The tenth, from this sub-variable, this study demonstrated that lecturers have provided the strength of stimulation to UNISBA and USIM students so that they have a conducive mindset to solve problems for themselves. Therefore, the students who are encouraged to be creative and have various options for problem-solving will develop the process of maturity in their mindset. Critical thinking is a way of thinking or reasoning at a high level by producing the ability to identify a problem, analyze it, and determine the steps of solving, making conclusions, and making decisions (Maryam et al., 2020).

Perception of UNISBA and USIM Students (Perception Factors, Object Recognition, and Interpretation)

Meanwhile, perception as variable Y is the dependent variable, namely the influenced variable, which includes three sub-variables: perception, factors, and interpretations. From the statistical calculations, this study demonstrated that teaching quality in the visiting lecturer program strongly affects student perceptions. The program has a strong enough effect on the perception of Indonesian students, assets on the R-value, and R square of 54.3% (UNISBA). In comparison, the perception of Malaysian students (USIM) is 73.7%%, which concluded a strong impact.

Perception means receiving, collecting, taking action, and paying attention based on the thinking process and preceded by a stimulus. It is also a form of self-expression (Dania & Novziransyah, 2021). Perception as variable Y, which is studied in this review, includes 12 aspects. The researchers grouped them into two review groups: review group 1 - perception factors are seven aspects - and review group 2 - interpretations are five aspects.

Perception Review of Indonesian and Malaysian Students Through Perception Factors and Interpretations

The perception factors consist of 7 aspects that affect student perceptions of the learning process: situational, personal, stimulation, organizational, interpretation, memory, and verbal and non-verbal factors.

In general, situational factors can influence perceptions. For example, any situation, either happy, sad, tired, sick, or other, will affect the clarity of communication. Personal factors such as self-confidence, self-concept, introversion, extrovert, and others can also affect perception. The presence of a stimulus can also influence perception. If the stimulus has appeal, the audience will pay attention. The number of organizational affiliations - large or small, national or international, and others - will affect the audience's perception and insight in developing their knowledge. A person's interpretation greatly affects his perception. Understanding something is greatly limited by the audience's factors, such as the individual's strengths and weaknesses in comprehending reality. Consequently, one's interpretation is highly subjective and can be perceived negatively, positively, neutrally, inaccurately, imperfectly, or incompletely.

Meanwhile, for the review of memory over time, memory can fade or be forgotten, like an iceberg that melts into the conscious, threshold conscious, and subconscious. Memory is the ability to remember. It is a part of the most important cognitive function. Disorders of severe memory impairment can isolate the patient's emotions and make the patient passive and feel helpless (Dania & Novziransyah, 2021). Memory can also last a long time, referred to as long-term and short-term memory. The last two factors that can affect perception are verbal and non-verbal communication,

where communication will be effective if verbal and non-verbal communication are fully carried out and interpreted similarly. If this happens, it will be easy to enter communication. However, communication can fail if it has different meanings, and even disasters can occur. The results showed that teaching quality through the visiting lecturer program strongly influences the seven factors that can affect the perception of UNISBA and USIM students after being exposed to learning materials. This result means the visiting lecturer program has successfully influenced students through situational, personal, stimulation, organizational, interpretation, memory, verbal, and non-verbal factors.

Finally, for the perception review group related to Interpretations, the review consists of 5 aspects that influence student perceptions in accepting the learning process. First, student perception is related to understanding through interpreting an object that hits them. In this case, students receive the learning materials through the visiting lecturer program. The results showed that teaching quality strongly influences students, both UNISBA and USIM, through the interpretation process by comparing it with their previous interpretations. This result means that students have provided an image in the student's brain when making perceptions compared through the interpretation process.

Second, providing material in the visiting lecturer program has stimulated and facilitated students in interpreting and paying attention to the delivery of materials with total concentration related to activities aimed at something or a set of objects. The results showed that teaching quality strongly influences the concentration of UNISBA and USIM students to give their attention and easily interpret the materials received in the learning process. Third, the

results showed that teaching quality affects the perceptions of UNISBA and USIM students through their sight and thought. This result indicates that students' senses and minds influence their perceptions during the teaching and learning process. Fourth, in this context, the researcher examines teaching quality on interpersonal perception from the side of the material provider implemented in the learning process and whether it has influenced students when processing and obtaining information by exploring the surrounding environment. Teaching quality through the visiting lecturer program strongly influences perception through the interpretation process of both UNISBA and USIM students.

The fifth, in the last stage of perception, is the students' interpretation process related to teaching quality, and they cannot deny that the whole is an indication of sensory information. All five senses significantly affect a person's understanding or comprehension of reality. In this context, students' perceptions of materials presented in the visiting lecturer program through sensory information have successfully influenced students' perceptions.

Perception can be done through the interpretation process. One's interpretation process goes through several stages. The initial stage is receiving and collecting all the information that enters through one's five senses. The next stage is selecting incoming information, where a person chooses information according to his needs. Furthermore, the perception process must mix pre-existing knowledge with newly entered data. After that, a person will organize his understanding according to his self-concept. In the last stage, the perception process can be realized through one's decision to solidify the perception by interpreting according to the values and norms he adheres to. Perception is gained

by inferring information and interpreting messages (Ibrahim et al., 2023).

In principle, all variables designed by the researchers have shown the performance implemented by the communication actors related to the teaching quality in the visiting lecturer program by lecturers and students from two universities. The results have shown a strong and significant influence on the perceptions of students who participate in the program through virtual classes at UNISBA and USIM.

CONCLUSION

The results demonstrated that the teaching quality of the visiting lecturer collaboration program influences the perceptions of Indonesian-Malaysian students. The statistical testing shows that teaching quality has a significant positive influence on the perceptions of Indonesian and Malaysian students. Quality of teaching influences Indonesian student perception by 54,3%. In comparison, the quality of teaching influences Malaysian student perception by 73.7%. This value means that Malaysian students have a more significant influence. The primary determinant is the language factor. Malaysian students regularly implement English in their daily lives and throughout the learning process. As a result, the language barrier is smaller for them compared to Indonesian students.

In principle, all variables designed by the researchers have demonstrated the performance implemented by communication actors related to teaching quality in this visiting lecturer program, both by lecturers and students from two different universities, where the results have shown a significant influence on the perceptions of students who take virtual classes at Unisba and USIM. The studied and influential variables are teaching quality as variable X (Independent Variable) includes two sub-

variables, which are Constructivism and 2. questioning.

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